**Career Academy Integrated Unit Plan**

**Academy Name: Construction Academy** **School: Deland High School**

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| Integrated Unit Plan Title: Safety Protocol |
| Courses to integrate: English IV, English III |
| Grade Level: 11 and 12 |
| Timeline & Duration: This entire unit will culminate over nine weeks, during the 2nd quarter. |
| Unit Summary: 9 Weeks |

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| **Overview of Activities/Lessons per Course** | | | | |
| Course | English IV | Construction Technology | English III |  |
| Activity/Lesson  #1 | Citation/documentation | Students will learn and apply all of the stages of the writing process. | Writing Process |  |
| Activity/Lesson  #2 | Note Taking | Students will learn how to appropriately take notes for the purpose of attaining research skills | Note-Taking |  |
| Activity/Lesson  #3 | Writing Process | Students will learn how to avoid plagiarism in their writing when they prepare for their Powerpoint | Plagiarism |  |
| Activity/Lesson  #4 | Level Questioning | Students will identify what questions they want answered after completing their research based upon newly acquired knowledge | Level Questioning |  |
| Activity/Lesson  #5 | Plagiarism | Students need to be able to cite sources as to where they obtained their information | Citation/documentation |  |
| Activity/Lesson  #6 | Speech & delivery techniques |  | PowerPoint |  |

**Lesson Instructions for English IV: Citation/documentation – Activity 1**

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| Standards (Performance Tasks or Course Frameworks or Sunshine State Standards):  LA.A 2.4.4 Locates, gathers, analyzes, and evaluates written information for a variety of purposes, including research projects, real-world tasks, and self-electronic sources, and summarizes, analyzes, and evaluates improvement.  Gather information from a variety of sources, including its use for a report.  LA.1112.3.1.2 Making a plan for writing that addresses purpose, audience, a controlling idea, logical sequence, and time frame for completion  LA.1112.3.1.3 Using organizational strategies and tools  LA.1112.3.2.2 Establishing a logical organizational pattern with supporting details that are substantial, specific, and relevant  LA 1112.3.3.3 Creating precision and interest by elaborating ideas through supporting details  LA 1112.3.4.3 Grammar and usage  LA1112.3.5.1 Prepare writing using technology in a format appropriate to the purpose |
| **Instructions to Teacher:**  Students will be introduced to the steps of writing. Every two class sessions, a new skill will be addressed. Prior to doing this, the previous skill taught will be reinforced. |
| **Instructions to Students:**  Students will be required to demonstrate all stages of the writing process. They will brainstorm which safety hazard they want to explore in their PowerPoint. |
| **Instructions for Student Accommodations:**  Allow extra time as needed for students w/an IEP and to accommodate altered bell schedules on days with PSAT, in-school basketball games, or other times that interrupt regularly scheduled instruction. |
| **Assessment for Activity:**  Students will be given several prompts where they can incorporate each component of the writing process. |
| **Approximate Length of Time for Activity:** 1 week |
| **Materials Needed:** Text, PowerPoint notes, video on plagiarism (Media Center or Safari Montage) |

**Lesson Instructions for English IV: Note Taking – Activity 2**

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| Standards (Performance Tasks or Course Frameworks or Sunshine State Standards):  LA.A 2.4.4 Locates, gathers, analyzes, and evaluates written information for a variety of purposes, including research projects, real-world tasks, and self-electronic sources, and summarizes, analyzes, and evaluates improvement.  LA.1112.1.7.1 Use background knowledge of subject and related content areas, pre-reading strategies  LA.1112.1.7.2 Analyze the author’s purpose and/or perspective in a variety of text and understand how they affect meaning.  LA.1112.1.7.3 Determine the main idea or essential message in a grade-level or higher through texts through inferring, paraphrasing, summarizing, and identifying relevant details and facts |
| **Instructions to Teacher:**  Students will complete a K-W-L activity prior to introducing the unit on note-taking. Teachers will have students discuss via writing how note-taking relates to any task on hand. Teachers will introduce the basics of note-taking using texts, worksheets, and samples wherein students accurately demonstrate the most effective way to get their points across. |
| **Instructions to Students:**  Students will be required to demonstrate the most effective way to note-take. |
| **Instructions for Student Accommodations:**  Allow extra time as needed for students w/an IEP and to accommodate altered bell schedules on days with PSAT, in-school basketball games, or other times that interrupt regularly scheduled instruction. |
| **Assessment for Activity:**  See attached rubric for PowerPoint. |
| **Approximate Length of Time for Activity:**  9 Weeks for overall unit – 1 Week |
| **Materials Needed:**  Text, PowerPoint notes, video on note-taking (Media Center or Safari Montage) |

**Lesson Instructions for English IV: Writing Process – Activity 3**

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| Standards (Performance Tasks or Course Frameworks or Sunshine State Standards):  LA.A 2.4.4 Locates, gathers, analyzes, and evaluates written information for a variety of purposes, including research projects, real-world tasks, and self-electronic sources, and summarizes, analyzes, and evaluates improvement.  Gather information from a variety of sources, including its use for a report.  LA.1112.3.1.2 Making a plan for writing that addresses purpose, audience, a controlling idea, logical sequence, and time frame for completion  LA.1112.3.1.3 Using organizational strategies and tools  LA.1112.3.2.2 Establishing a logical organizational pattern with supporting details that are substantial, specific, and relevant  LA 1112.3.3.3 Creating precision and interest by elaborating ideas through supporting details  LA 1112.3.4.3 Grammar and usage  LA1112.3.5.1 Prepare writing using technology in a format appropriate to the purpose |
| **Instructions to Teacher:**  Students will be introduced to the steps of writing. Every two class sessions, a new skill will be addressed. Prior to doing this, the previous skill taught will be reinforced. |
| **Instructions to Students:**  Students will be required to demonstrate all stages of the writing process. They will brainstorm which safety hazard they want to explore in their PowerPoint. |
| **Instructions for Student Accommodations:**  Allow extra time as needed for students w/an IEP and to accommodate altered bell schedules on days with PSAT, in-school basketball games, or other times that interrupt regularly scheduled instruction. |
| **Assessment for Activity:**  Students will be given several prompts where they can incorporate each component of the writing process. |
| **Approximate Length of Time for Activity:**  1 Week for lesson |
| **Materials Needed:**  Text, PowerPoint notes, video on plagiarism (Media Center or Safari Montage) |
| **Resources Needed:**  Text, overhead, video |

**Lesson Instructions for English IV: Level Questioning – Activity 4**

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| **Standards (Performance Tasks or Course Frameworks or Sunshine State Standards ):**  L.A.A 2.4.4 Synthesizes information from multiple sources to draw conclusions.  LA.9103.1.1 Generating ideas from multiple sources based upon teacher-directed topics and personal interest.  LA.A2.4.1 Determines the main idea and identifies relevant details, methods of development, and their  effectiveness in a variety of types of written material  **Rigor & Relevance (quadrant):**  B – Application |
| **Instructions to Teacher:**  Students will be given time to research and prepare presentations regarding simple machines. Students will present and demonstrate their shop project to the rest of the class. |
| **Instructions to Students:**  Using the Internet and other sources, search for information regarding simple machines. Take notes on your findings, incorporate into powerpoint, and prepare a 7-9 minute oral presentation that discusses the simple machine of your choice in addition to any pertinent safety concerns. |
| **Instructions for Student Accommodations:**  Cooperative group presentations; Allow extra time as needed for students w/ an IEP and to accommodate altered bell schedules on days with PSAT, in-school basketball games, or other times |
| **Assessment for Activity:**  Cooperative group presentations; Allow extra time as needed for students w/ an IEP and to accommodate altered bell schedules on days with PSAT, in-school basketball games, or other times |
| **Approximate Length of Time for Activity:**  1 week for preparations; 3 days for presentations |
| **Materials Needed:**  Internet access, Powerpoint, research material, 3x5 index cards, markers, and poster board |

**Lesson Instructions for English IV: Plagiarism - 5**

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| Standards (Performance Tasks or Course Frameworks or Sunshine State Standards):  LA.A 2.4.4 Locates, gathers, analyzes, and evaluates written information for a variety of purposes, including research projects, real-world tasks, and self-electronic sources, and summarizes, analyzes, and evaluates improvement.  e03 Gather information from a variety of sources, including its use for a report.  LA.1112.4.2.2 Record information and ideas from primary and/or secondary sources accurately and coherently  LA1112.6.2.4 Understand importance of legal and ethical practices |
| **Instructions to Teacher:**  Students will be introduced to the concept of plagiarism. They will then view a video on plagiarism – its “do’s and don’ts”. Samples of writing will be viewed that have been plagiarized. Students will identify which components of the writing were plagiarized and address what could be done to eliminate the plagiarism that occurred.. |
| **Instructions to Students:**  Students will be required to demonstrate the elimination of plagiarism to written work. They must identify plagiarized writing at a glance and find a common solution to target plagiarism. |
| **Instructions for Student Accommodations:**  Allow extra time as needed for students w/an IEP and to accommodate altered bell schedules on days with PSAT, in-school basketball games, or other times that interrupt regularly scheduled instruction. |
| **Assessment for Activity:**  Students will be given samples of writing. Only one will not be a reflection of plagiarized work. The other four must be identified as such as well as corrected to show that no plagiarism has occurred. |
| **Approximate Length of Time for Activity:**  9 Weeks for overall unit – 1 Week for Lesson |
| **Materials Needed:**  Text, PowerPoint notes, video on plagiarism (Media Center or Safari Montage) |

**Lesson Instructions for English IV: Speech and Delivery Techniques – Activity 6**

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| **Standards (Performance Tasks or Course Frameworks or Sunshine State Standards ):**  Application  LA1112.5.2.2 Apply oral communications skills in formal presentations  LA.1112.5.2.3 Use research and visual aids to deliver oral presentations that inform . . . and evaluates one’s own and others’ presentations  LA 1112.5.2.4 Use appropriate eye contact, body movements, and voice register for audience engagement |
| **Instructions to Teacher:**  Teach model and delivery to students. Have students come to the front of the class to practice what has just been taught. |
| **Instructions to Students:**  Follow directions and cues from teacher on how to effectively deliver an oral presentation. |
| **Instructions for Student Accommodations:**  Allow extra time as needed for students w/an IEP and to accommodate altered bell schedules on days with PSAT, in-school basketball games, or other times that interrupt regularly scheduled instruction. |
| **Assessment for Activity:**  Presentation of safety power point – See attached rubric. |
| **Approximate Length of Time for Activity:**  Unit 9 Weeks – 1 day for lesson |
| **Materials Needed:**  Text and video |

**Lesson Instructions English III Writing Process: Activity 1**

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| **Sunshine State Standards:**  LA.A 2.4.4 Locates, gathers, analyzes, and evaluates written information for a variety of purposes, including research projects, real-world tasks, and self-electronic sources, and summarizes, analyzes, and evaluates improvement. Gather information from a variety of sources, including its use for a report.  LA.1112.3.1.2 Making a plan for writing that addresses purpose, audience, a controlling idea, logical sequence, and time frame for completion  LA.1112.3.1.3 Using organizational strategies and tools  LA.1112.3.2.2 Establishing a logical organizational pattern with supporting details that are substantial, specific, and relevant  LA 1112.3.3.3 Creating precision and interest by elaborating ideas through supporting details  LA 1112.3.4.3 Grammar and usage  LA1112.3.5.1 Prepare writing using technology in a format appropriate to the purpose  **Rigor & Relevance (Quadrant):**  B-Application |
| **Instructions to Teacher:**  Students will be introduced to the steps of writing. Every two class sessions, a new skill will be addressed. Prior to doing this, the previous skill taught will be reinforced. |
| **Instructions to Students:**  Students will be required to demonstrate all stages of the writing process. They will brainstorm which safety hazard they want to explore in their PowerPoint. |
| **Instructions for Student Accommodations:**  **Allow extra time as needed for students w/an IEP and to accommodate altered bell schedules on days with PSAT, in-school basketball games, or other times that interrupt regularly scheduled instruction.** |
| **Assessment for Activity:**  Students will be given several prompts where they can incorporate each component of the writing process. |
| **Approximate Length of Time for Activity:**  9 Weeks for overall unit – 1 Week for lesson |
| **Materials Needed:**  Text, Powerpoint notes, video on plagiarism (Media Center or Safari Montage) |

**Lesson Instructions for English III Note taking: Activity 2**

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| **Sunshine State Standards:**  LA.A 2.4.4 Locates, gathers, analyzes, and evaluates written information for a variety of purposes; including research projects, real-world tasks, and self-electronic sources, and summarizes, analyzes, and evaluates improvement.  LA.1112.1.7.1 Use background knowledge of subject and related content areas, pre-reading strategies  LA.1112.1.7.2 Analyze the author’s purpose and/or perspective in a variety of text and understand how they affect meaning.  LA.1112.1.7.3 Determine the main idea or essential message in a grade-level or higher through texts through inferring, paraphrasing, summarizing, and identifying relevant details and facts  **Rigor & Relevance (Quadrant):**  A- Acquisition |
| **Instructions to Teacher:**  Students will complete a K-W-L activity prior to introducing the unit on note-taking. Teachers will have students discuss via writing how note-taking relates to any task on hand. Teachers will introduce the basics of note-taking using texts, worksheets, and samples wherein students accurately demonstrate the most effective way to get their points across. |
| **Instructions to Students:**  Students will be required to demonstrate the most effective way to note-take. |
| **Instructions for Student Accommodations:**  Allow extra time as needed for students w/an IEP and to accommodate altered bell schedules on days with PSAT, in-school basketball games, or other times that interrupt regularly scheduled instruction. |
| **Assessment for Activity:**  See attached rubric for Powerpoint. |
| **Approximate Length of Time for Activity:**  9 Weeks for overall unit – 1 Week |
| **Materials Needed:**  Text, Powerpoint notes, video on note-taking (Media Center or Safari Montage) |

**Lesson Instructions for English III Plagiarism: Activity 3**

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| **Sunshine State Standards:**  LA.A 2.4.4 Locates, gathers, analyzes, and evaluates written information for a variety of purposes, including research projects, real-world tasks, and self-electronic sources, and summarizes, analyzes, and evaluates improvement.  e03 Gather information from a variety of sources, including its use for a report.  LA.1112.4.2.2 Record information and ideas from primary and/or secondary sources accurately and coherently  LA1112.6.2.4 Understand importance of legal and ethical practices  **Rigor & Relevance (Quadrant)**  A-Acquisition |
| **Instructions to Teacher:**  Students will be introduced to the concept of plagiarism. They will then view a video on plagiarism – its “do’s and don’ts”. Samples of writing will be viewed that have been plagiarized. Students will identify which components of the writing were plagiarized and address what could be done to eliminate the plagiarism that occurred. |
| **Instructions to Students:**  Students will be required to demonstrate the elimination of plagiarism to written work. They must identify plagiarized writing at a glance and find a common solution to target plagiarism. |
| **Instructions for Student Accommodations:**  Allow extra time as needed for students w/an IEP and to accommodate altered bell schedules on days with PSAT, in-school basketball games, or other times that interrupt regularly scheduled instruction. |
| **Assessment for Activity:**  Students will be given samples of writing. Only one will not be a reflection of plagiarized work. They other four must be identified as such as well as corrected to show that no plagiarism has occurred. |
| **Approximate Length of Time for Activity:**  9 Weeks for overall unit – 1 Week for Lesson |
| **Materials Needed:**  Text, Powerpoint notes, video on plagiarism (Media Center or Safari Montage) |

**Lesson Instructions for English III Level Questioning: Activity 4**

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| **Sunshine State Standards:**  LA. 1112.1.7.2 Analyze the author’s purpose and/or perspective in a variety of text and understand how they affect meaning.  LA1112.2.2.1 analyze and evaluate information from text features  LA1112.2.2.2 Use information from the texts to answer questions or to state the main idea  **Rigor & Relevance (quadrant):**  A-Acquisition |
| **Instructions to Teacher:** Students will be introduced to level questioning. These questions will involve students learning how to question data obtained by recalling, analysis/inference, in addition to synthesis. Students will be given notes and addition to examples that they will use as a reference to generate two level 1,2, and 3 questions over a text of teacher’s choice. |
| **Instructions to Students:** Using the notes and text, produce two level 1,2, and 3 questions regarding the selected text. |
| **Instructions for Student Accommodations:** Allow extra time as needed for students w/ an IEP and to accommodate altered bell schedules on days with PSAT, in-school basketball games, or other times that interrupt regularly scheduled instruction. |
| **Assessment for Activity:** Students will be assessed by their level 1,2, and 3 questions. |
| **Approximate Length of Time for Activity:** 9 Weeks for overall unit; 1 week |
| **Materials Needed:** teacher notes, teacher handouts, text |
| **Resources Needed:** teacher notes and text |
| Attachments: |

**Lesson Instructions for English III Citation/Documentation: Activity 5**

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| **Sunshine State Standards:**  LA1112.4.2.2 record information and ideas from primary and or secondary sources accurately and coherently  LA1112.6.2.2 organize, synthesize, analyze and evaluate the validity and reliability of information from multiple sources  LA1112.6.2.3 write an information report that integrates information  LA1112.6.2.4 understand the importance of legal and ethical practices  **Rigor & Relevance (quadrant):**  B-Application |
| **Instructions to Teacher:** Students will be introduced to correct MLA citation and documentation through a series of notes, examples, and exercises. These notes will involve students learning how to correctly cite information obtained from their resources at the end of their writing in addition to within the composition. In addition students will be given examples as well as an explanation of that example to be used as a reference for future use. Exercises will also be enforced at the end of note and example clarification to assess the knowledge students have obtained. |
| **Instructions to Students:** Take notes while coping down examples and acquiring as to how the information is applied. From notes and examples, complete exercises that involved applying the obtained information. |
| **Instructions for Student Accommodations:** Allow extra time as needed for students w/ an IEP and to accommodate altered bell schedules on days with PSAT, in-school basketball games, or other times that interrupt regularly scheduled instruction. |
| **Assessment for Activity:** Students will be assessed by the exercises that take place after the notes and examples are given. |
| **Approximate Length of Time for Activity:** 9 weeks; 1 week |
| **Materials Needed:** teacher notes, teacher handouts, text, citation video |
| **Resources Needed:** teacher notes, citation, and text |
| Attachments: |

**Lesson Instructions for English III PowerPoint Project: Activity 6**

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| **Sunshine State Standards:**  L.A.A 2.4.4 Synthesizes information from multiple sources to draw conclusions.  LA.9103.1.1 Generating ideas from multiple sources based upon teacher-directed topics and personal interest.  LA.A2.4.1 Determines the main idea and identifies relevant details, methods of development, and their  effectiveness in a variety of types of written material  **Rigor & Relevance (quadrant):**  B – Application |
| **Instructions to Teacher:** Students will be given time to research and prepare presentations regarding simple machines. Students will present and demonstrate their shop project to the rest of the class. |
| **Instructions to Students:** Using the Internet and other sources, search for information regarding simple machines. Take notes on your findings, incorporate into Powerpoint, and prepare a 7-9 minute oral presentation that discusses the simple machine of your choice in addition to any pertinent safety concerns. |
| **Instructions for Student Accommodations:** Cooperative group presentations; Allow extra time as needed for students w/ an IEP and to accommodate altered bell schedules on days with PSAT, in-school basketball games, or other times that interrupt regularly scheduled instruction. |
| **Assessment for Activity:** Students will be assessed using the presentation rubric. |
| **Approximate Length of Time for Activity:** 1 week for preparations; 3 days for presentations |
| **Materials Needed:** Internet access, PowerPoint, research material, 3x5 index cards, markers, and poster board |